Subject	English 4th G.	Unit Title	3 Animals	Lesson	Talk time
Chapter - Class				Date	
Vocabulary	Animals- pet- turtle- fish- turtle – numbers from 11 to 20				

Objectives	Aids	Procedure	Verification
1. To identify the new animals. 2. To ask [Do you have …?]. 3. To count from 11 to 20.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. • I revise the previous lesson and check the homework. • I write the date and the title on the board. ❖ Page 18: 1 Listen and say. • I play the CD with pause. • I read the dialogue. • I identify the new animals. • I ask the students to read. 2 Act out the talks in pairs. • I ask the students to act the dialogue in activity 1. • I make sure the students are saying the dialogue correctly. 2 Ask two people if they have a pet. • Ask them to make the same dialogue that in activity 1 in pairs. ❖ Page 19: 4 Number race. Count fast from 11 to 20. • I say the numbers from 11 to 20. • I ask them to repeat. • I ask them to count fast from 11 to 20.	Evaluation: 1. Say two animals. 2. Ask your friend if he has a pet. 3. Count from 11 to 20. 

Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.

Subject	English 4th G.	Unit Title	3 Animals	Lesson	Rhythms and sounds				
Chapter - Class					Date					
Vocabulary	Farmer- horse- name- how many								

Objectives	Aids	Procedure	Verification
1. To ask about the number of something using [How many]. 2. To chant the PACO chant. 3. To count from 11 to 20 and back.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. • I revise the previous lesson and check the homework. • I write the date and the title on the board. ❖ Page 20: <u>1 Listen and chant.</u> • I play the CD. • I play the CD again with a pause after each sentence so that students have time to repeat. • I ask the students to read. • I ask them to say the chant. <u>2 Listen again and stamp the rhythm.</u> • I play the CD again with a pause after each sentence so that students have time to repeat. • I ask the students to chant and stamp the rhythm. <u>3 Write PACO.</u> • I trace the letters. • I ask them to write PACO. ❖ Page 21: <u>Guessing game. How many animals?</u> <u>Listen and match.</u> • I play the CD twice. • I ask them to count from 11 to 20. • I identify asking about number of something using [How much]. • I ask them to count each kind of animals and match it with the number.	<u>Evaluation:</u> 1. Ask about the number of the rabbits. 2. Chant the PACO chant. 3. Count from 11 to 20 and back. 
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.		

<table>
<tr><td>Subject</td><td colspan="2">English 4th G.</td><td>Unit Title</td><td colspan="2">3
Animals</td><td>Lesson</td><td colspan="5">Words</td></tr>
<tr><td>Chapter - Class</td><td></td><td></td><td></td><td></td><td></td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Vocabulary</td><td colspan="11">Duck- cat- bird- fish- mouse- cow- horse- sheep- chicken – farm – everywhere – here - there</td></tr>
<tr><td>Objectives</td><td colspan="2">Aids</td><td colspan="5">Procedure</td><td colspan="4">Verification</td></tr>
<tr><td>1. To identify the names of the animals.

2. To make the sounds of the animals.

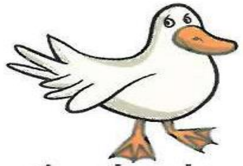
3. To practice the past tense.

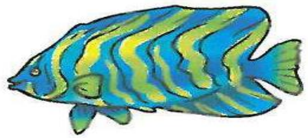

2. cat


5. mouse</td><td colspan="2">❖ Student's book
❖ Workbook
❖ Poster (s)
❖ Flashcards
❖ Wordcards
❖ CD</td><td colspan="5">• I greet the students.
• I revise the previous lesson and check the homework.
• I write the date and the title on the board.
❖ Page 22:
<u>1 Listen and point.</u>
• I use the flashcards to identify the animals.
• I play the CD twice.
• I read the animal names.
• I ask the students to repeat and point at the picture.
<u>2 Listen, point and say.</u>
• I play the CD again.
• I ask them to listen, point and say the words.
<u>3 Listen and make the sounds.</u>
• I play the CD twice.
• I ask them to make the sounds of the animals.
❖ Page 23:
<u>4 Old MacDonald.</u>
<u>Chant and make the sounds.</u>
• I play the CD twice.
• I read the chant.
• I identify the new words.
• I ask them to repeat the chant.</td><td colspan="4"><u>Evaluation:</u>
1. Say the names of three animals.

2. Make the sounds of three animals.

3. Say a sentence in the past tense.


1. duck


4. fish</td></tr>
<tr><td>Homework</td><td colspan="11">Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.</td></tr>
</table>

<table>
<tr><td>Subject</td><td>English 4th G.</td><td>Unit Title</td><td>3
Animals</td><td>Lesson</td><td>Phonics</td></tr>
<tr><td>Chapter - Class</td><td></td><td></td><td></td><td>Date</td><td></td></tr>
<tr><td>Vocabulary</td><td colspan="5">Sun- tiger- umbrella- vase</td></tr>
<tr><td>Objectives</td><td>Aids</td><td colspan="3">Procedure</td><td>Verification</td></tr>
<tr><td>1. To write the letters [s- t- u and v] with examples.

2. To count from 20 to 30.</td><td>❖ Student's book
❖ Workbook
❖ Poster (s)
❖ Flashcards
❖ Wordcards
❖ CD</td><td colspan="3">• I greet the students.
• I revise the previous lesson and check the homework.
• I write the date and the title on the board.
❖ Page 24:
1 Listen and say.
• I use the flashcards to identify the new words.
• I play the CD twice with a pause after each item.
• I read the words.
• I ask the students to repeat.
2 Trace and copy.
• I read the letters and ask the students to repeat.
• I ask them to trace and copy the letters.
❖ Page 25:
3 Listen and write.
• I play the CD and ask them to listen.
• I ask the students to look at the pictures.
• I ask them to complete the missing letters.
4 Listen, count and write.
• I play the CD twice.
• I read the numbers.
• I ask them to guess the missing numbers.
• I say numbers from 20 to 30.</td><td>Evaluation:
1. Say examples start with t and v.
2. Count from 20 to 30.



</td></tr>
<tr><td>Homework</td><td colspan="5">Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.</td></tr>
</table>

Subject	English 4th G.	Unit Title	4 Days and weather	Lesson	Talk time
Chapter - Class				Date	
Vocabulary	Days- weather- Sunday- Monday- Tuesday- Wednesday- Thursday- Friday- Saturday - How about you?				

Objectives	Aids	Procedure	Verification
1. To identify days of the week. 2. To ask [What day do you like?]. 3. To say what day of the week they like.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. • I revise the previous lesson and check the homework. • I write the date and the title on the board. ❖ Page 26: 1 Listen and say. • I identify the days of the week. • I explain the question "What day do you like?" to ask about the days. • I play the CD twice. • I read the dialogue. • I ask the students to read. 2 Practice the talk in pairs. • I put the students in pairs. • I ask the students to ask each other about the day they like. 3 Act out the talk in pairs. • I ask the students to act the dialogue. • I go round the classroom to make sure that the students can say the dialogue correctly. ❖ Page 27: 4 Hot potato game. Say the sentence and pass the potato. • I revise the question "What day do you like?" • I play the CD. • I ask the students to read. • I ask them to make the dialogue in pairs.	Evaluation: 1. Say two days of the week. 2. Act out the "What day do you like?" talk with a partner. 3. Ask your friend about the day he likes. 
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.		

Subject	English 4th G.	Unit Title	4 Days and weather	Lesson	Rhythms and sounds
Chapter - Class				Date	
Vocabulary	Sunday- Monday- Tuesday- Wednesday- Thursday- Friday- Saturday				

Objectives	Aids	Procedure	Verification
1. To say days of the week. 2. To chant the days of the week chant.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. • I revise the previous lesson and check the homework. • I write the date and the title on the board. ❖ Page 28: 1 Listen and chant. • I play the CD with a pause. • I use the flashcards to identify the days of the week. • I read the chant. • I ask the students to read. 2 Listen, point and pronounce. • I play the CD again. • I read the days. • I ask the students to listen, point and pronounce. ❖ Page 29: 3 Chant and do. Make the letter shapes. • I revise days of the week. • I ask them to try to make the letter shapes.	Evaluation: 1. Say two days of the week. 2. Chant the day of the week chant. 

Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.

Subject	English 4th G.	Unit Title	4 Days and weather	Lesson	Words
Chapter - Class				Date	
Vocabulary	Sunny- cloudy- snowy- rainy- windy – today – it's - sun - showing – face – hiding - washing				

Objectives	Aids	Procedure	Verification
1. To identify the weather. 2. To say what the weather is like today. 3. To practice the present continues tense.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. • I revise the previous lesson and check the homework. • I write the date and the title on the board. ❖ Page 30: 1 Listen and point. • I use the flashcards to identify the weather. • I hold the flashcard and ask the students to say. • I play the CD with a pause after each item so that the students have time to repeat. • I read the dialogue. • I ask the students to read. 2 Listen, point and pronounce. • I play the CD. • I say the weather. • I read and play the CD. • I ask the students to point and pronounce. ❖ Page 31: 3 Chant and do. Weather chant. • I revise the weather. • I play the CD. • I read the chant. • I ask the students to chant and do.	Evaluation: 1. Say a sentence about weather. 2. Say what the weather is like today. 3. Put the present continues in a correct sentence. 
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.		

<table>
<tr><td>Subject</td><td>English 4th G.</td><td>Unit Title</td><td>4
Days and weather</td><td>Lesson</td><td colspan="5">Phonics</td></tr>
<tr><td>Chapter - Class</td><td></td><td></td><td></td><td></td><td>Date</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Vocabulary</td><td colspan="9">Wolf- fox- yard- zebra – numbers from 10 to 100 in tens</td></tr>
<tr><td>Objectives</td><td>Aids</td><td colspan="4">Procedure</td><td colspan="4">Verification</td></tr>
<tr><td>1. To say words start with [w- x- y and z].
2. To write the letters [w- x- y and z].
3. To count from 10 to 100 in tens.</td><td>❖ Student's book
❖ Workbook
❖ Poster (s)
❖ Flashcards
❖ Wordcards
❖ CD</td><td colspan="4">• I greet the students.
• I revise the previous lesson and check the homework.
• I write the date and the title on the board.
❖ Page 32:
<u>1 Listen and say.</u>
• I play the CD with a pause after each item so that the students have time to repeat.
• I use the flashcards to identify the new words.
• I read the words.
• I ask the students to read.
<u>2 Trace and copy.</u>
• I ask the students to trace the letters [W- X- Y and Z].
• I ask the students to copy the letters.
❖ Page 33:
<u>3 Listen and write.</u>
• I play the CD with a pause after each item.
• I revise the words.
• I ask the students to complete the missing letters.
• I check the answers.
<u>4 Listen, write and chant.</u>
• I play the CD with a pause.
• I revise the numbers.
• I ask the students to count and write the number.
• I play the CD again and ask them to chant.</td><td colspan="4"><u>Evaluation:</u>
1. Say a word with w and another with z.
2. Write the letters [x and y].
3. Count from 10 to 100 in tens.



</td></tr>
<tr><td>Homework</td><td colspan="9">Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.</td></tr>
</table>

Subject	English 4th G.	*Unit Title*	5 Feelings and Things	*Lesson*	Talk time
Chapter - Class				*Date*	
Vocabulary	Are you …? Yes, I am. I have a new laptop. What's the matter? scared, sad, thirsty, hungry, happy, angry				

Objectives	*Aids*	*Procedure*	*Verification*
1. To identify new words about feelings. 2. To listen, practice and act out a short dialogue. 3. To ask someone "What's the matter?" and get the answer. 4. To point, ask, and say how someone is feeling. 	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 34: <u>1 Listen and say.</u> • I identify the new words about feelings. • I play the CD twice. Students listen and repeat. <u>2 Practice the talk in pairs.</u> • I divide students in two groups and ask them to say the talk then, change roles and repeat. • I put the students in pairs. • I ask the students to practice the dialogue. <u>3 Act out the talk in pairs.</u> • In two groups, the pairs act out the talks in their groups. • I'll make sure that the students can say the dialogue correctly. ❖ Page 35: <u>4 Listen and match.</u> • I mime the question familiar words such as "happy, thirsty, hungry" and introduce "sad, angry, scared". • I play the CD and ask the students to match pictures and words. <u>5 Listen and match.</u> • I play the CD again and the students listen and mime. <u>6 Point, ask, and answer in pairs.</u> • I play the CD again and ask them to say along the CD. Then, they practice the dialogue in pairs.	<u>Evaluation:</u> 1. Act out the talks in pairs. 2. Ask your friend "What's the matter?" and get the answer. 3. Point to your friend and say how someone is feeling.   
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.		

<table>
<tr><td>Subject</td><td>English 4th G.</td><td>Unit Title</td><td>5
Feelings and Things</td><td>Lesson</td><td colspan="5">Rhythms and sounds</td></tr>
<tr><td>Chapter - Class</td><td></td><td></td><td></td><td></td><td>Date</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Vocabulary</td><td colspan="9">sleepy – bored - big - small – fat – color - blue – orange - all the time - good friends</td></tr>
<tr><td>Objectives</td><td>Aids</td><td colspan="4">Procedure</td><td colspan="4">Verification</td></tr>
<tr><td>1. To identify the new words.

2. To chant, ask "Are/you/he/she/we/they …?" and get the answer.

3. To listen, read, and answer questions.</td><td>❖ Student's book
❖ Workbook
❖ Poster (s)
❖ Flashcards
❖ Wordcards
❖ CD

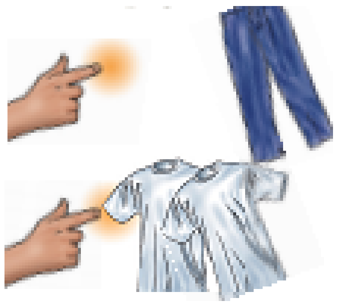
</td><td colspan="4">• I greet the students.
• I revise the previous lesson and check the homework.
• I write the date and the title on the board.
❖ Page 36:
• 1 Listen, point, and chant.
• I play the CD and ask students to point to the pictures as they listen.
• I play the CD again and let the students chant along.
• In groups, the students chant and mime.
2 Change the words and chant..
• I play the CD and let the students listen and mime.
• I play the CD again and give the students time to change the words of the chant and rehearse in small groups.
❖ Page 37:
3 This is Ken!
• I ask the students to look at the pictures and say what they see.
• I play the CD and let students listen, follow in their books and circle the right word.
• I play the CD again. They read along and I check their answers.
4 Answer the questions.
• I read the questions along with the students.
• I give them a few minutes to help each other find the answers.
• I call on pairs of students to read each question and answer it.
• I encourage the rest of the class to listen carefully and agree or disagree with the answer.</td><td colspan="4">Evaluation:
1. In groups, listen and chant.

2. Ask your friend "Are/you/he/she/we/they …?" and get the answer.

3. Listen, read, and answer questions on P. 37.

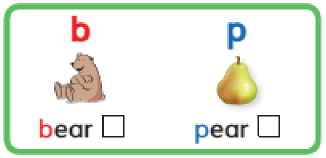
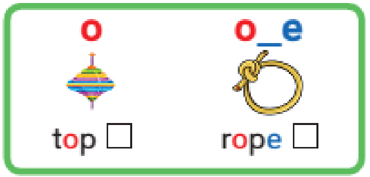
</td></tr>
<tr><td>Homework</td><td colspan="9">Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.</td></tr>
</table>

Subject	English 4th G.	Unit Title	5 Feelings and Things	Lesson	Words
Chapter - Class				Date	
Vocabulary	skirts - trousers - T-shirts - glasses - caps - shoes - these – those – sock - ring - bed - box - in - on - clothes - computer - games - toys - room - laptop - desk – play - diary				

Objectives	Aids	Procedure	Verification
1. To identify the new words. 2. To listen, practice and act out a short dialogue. 3. To talk and ask about clothes using “These” or “Those” 4. To say where something is using “in” and “on”. 	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 38: <u>1 Listen, point, and practice.</u> • I place some objects on my desk and say "These pencils are red".Then point to things on my desk from a distance and say, “Those pens are red.” • I play the CD and ask students to listen and point to the clothes. I make sure they touch the picture when they hear “these”, and point from a distance when they hear “those”. I play the CD again and let them listen and practice. <u>2 Listen and say.</u> • The students look at the picture of the two girls and their shoes. I play the CD and ask them to listen and say. • In groups, the students say the talk along with the CD. They exchange roles and repeat. <u>3 Practice the talk in pairs.</u> • The students practice the talk in pairs and exchange roles. <u>4 Change the words and practice.</u> • I ask students to change the words and then, practice in pairs. ❖ Page 39: <u>5 Ken's Diary</u> • I ask the students to look at the picture and say who they see in it. I play the CD and let them listen and point. I play the CD again and let them read along. • I call on a student to read a question and another student to answer it. The other students point to the words that provided the answer. Then they write the answers in their notebooks.	<u>Evaluation:</u> 1. Give examples of clothes. 2. Listen and act out the short dialogue. 3. Talk and ask about clothes using “These” or “Those” 4. Say where something is using “in” and “on”. 

Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.

Subject	English 4th G.	Unit Title	5 Feelings and Things	Lesson	Phonics
Chapter - Class				Date	
Vocabulary	bear - pear - van – vase - fan - ships - chips - this - three - tap - tape - pin - pine - top - rope – rose - cub - cube – tube - cut				

Objectives	Aids	Procedure	Verification
1. To recognize and say b/p, f/v, sh, ch, th, and a/a_e, i/i_e, o/o_e, u/u_e. 2. To recognize and match sounds to letters.  	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	• I greet the students. • I revise the previous lesson and check the homework. • I write the date and the title on the board. ❖ Page 40: 1 Listen, point, and say. • Students listen to the CD, point to pictures and sounds, and repeat. I play it again and let them repeat a second time 2 Listen and number. • The students listen to the CD and write the number in the box next to each word. I play the CD again and let them check or complete their answers. 3 Listen, point, and say. • The students listen to the CD, point to pictures and sounds, and repeat. 4 Listen and number. • I play the CD with a pause. 5 Listen and check Q LONG or SHORT. • I play the CD again. They write the number in the box next to each word. I play the CD again and let them check or complete their answers. ❖ Page 41: 6 Listen to the sound and check ✓ • I call out the number of each pair of sounds and let the students make the sounds. I check the answers. • I play the CD and let them listen and check the correct sound. 7 Listen and circle the word. Then match. • I ask students to look at the pictures and name what they see. • I play the CD again and ask them to listen to the CD and circle.	Evaluation: 1. Say words with (b/p, f/v, sh, ch, th). 2. Say words with (a/a_e, i/i_e, o/o_e, u/u_e). 3. Match sounds to letters on P. 41. 

Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.